

N.B.—The Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 125†

L₂

(Jan. to March, 1933.
April to July, 1933, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II. (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without
interruption.

A & B 1. Suitable parts from *Exodus*, chapters 1-12, inclusive
(see Paterson Smyth).

Teacher study Dr. Paterson Smyth's *Moses and the Exodus* (Samp-
son Low, 2/-), lessons 1-8, inclusive (omitting questions), in
order to bring the passages home to the children.

II. *St. Luke's Gospel*, chapters 17-24, inclusive.

Optional: *The Children's Year* (Church Seasons), by the Rev. G.
A. Oakley (S.P.C.K., 2/6). *S.P.C.K. Bible Atlas* (1/-).

The following books will be found useful for teacher's own study :
The Little Bible (Oxford Press, 2/6, see *Appendix for Teachers
and Parents*). Peloubet's *Bible Dictionary* (R.T.S., 10/6). *Helps
to the Study of the Bible* (new edition, Oxford Press, 8/6).

For private daily Bible reading and prayers :

Daily Readings and Notes (Series "C") monthly schemes (1/6 a
year, from The Secretary, B.R.F., 19, Old Queen St., London,
S.W. 1.), or, *Lectioes*, 1933 (Spottiswoode, 1d.). *A Prayer
Book for Boys and Girls*, compiled by M. Cropper (S.C.M., 2/6).

For hymns and prayers :

Songs of Praise, (Oxford Press, 6/-, words only 9d.). *Two Minute
Bible Readings* : for use in Opening School (S.C.M., 3/-).

† The 125th term of work set since the Parents Union School began.

Sunday Reading (optional):
 A & B *The Seven Champions of Christendom*, by R. Johnson (Blackie, 1/4), pp. 1-125; or, *The Mabinogion*, translated by Lady Charlotte Guest (Dent, 2/-), pp. 95-176. *A Book of Heroes*, by Mrs. Lang (Longmans, 1/6), pp. 69-136 (Gordon).

Sunday Occupations:
 A The Book of Centuries, see under General History.
 A & B Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3.

Writing.
 A & B Transcribe some of your favourite passages from the Shakespeare play or poetry books set. Two perfectly written lines every day.
 A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teachers' instructions 6d., cards 3, 4, 5 & 10, for letters; cards 7, 8, or 9, for models, 5d. each); or, McDougall's *Print-Form Writing Exercises*, Books 2 and 3 (3½d. each).

Dictation.
 A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).
 A (a) Stories, (b) verses, in the metres of poems read; choose subjects from work set in History and Reading. Letters of greeting and thanks.
 B Stories from the term's reading. Children in B who cannot write easily may narrate part.
 Children are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, January Parents' Review).

English Grammar (see N.B. 4.)
 Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.
 A & B *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6), pp. 47-70, inclusive, or continue.
 or, A, (more advanced), *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 11-32, with Morgan's *Exercises in English Grammar* (Murray, 1/9), pp. 1-24.

British History.
 A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 642-690 (1745-1799). Make summaries of events and dates and finish a History chart of the 18th Century.
 or, B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages** (Blackwell, 2/6), pp. 1-69 (1066-1154).
 A & B Take the *Home and Classroom* section of *The Times* (P.N.E.U. Office, 6/- a year).
 A Teacher will find useful Quennell's *History of Every-day Things*, Part VI. (18th Century), (Batsford, 3/-). See also *History Charts* (P.N.E.U. Office, 6d.).

French History.1

A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 223-259; or, (B), pp. 23-46 (with Marten and Carter).

General History.

A *A Book of Ancient Peoples*,* by Helen Corke (Oxford Press, 2/9), pp. 1-38.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.). *The British Museum for Young People*, by Frances Epps (revised edition), (Black, 3/6), chapters 1 and 9.

Put in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

A Suitable stories from North's *Plutarch's Lives: Alcibiades** (Blackie, 10d.).
 A & B *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 166-194, inclusive.
 B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 62-129; or, *Stories of the Old Greeks*,* by W. H. D. Rouse (Macmillan, 2/6), pp. 92-136.

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map before each lesson; then reading and narration. Memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* 1929 edition (7/6).

A (1) *The Counties of England, Ambleside Geography Book III*,* (Kegan Paul, 4/-), pp. 83-122, with Philip's supplementary maps for *Shropshire*,* *Gloucestershire*,* *Monmouthshire*,* and *Staffordshire*,* (4d. each);
 or, alternative work, *Cambridge Geographical Readers*, Vol. III., *The British Isles** (Cambridge Press, 3/-), pp. 118-157.
 (2) *Round the Empire*,* by Sir George Parkin (Cassell, 2/6), pp. 97-137, for map study.
 B (1) *Ambleside Geography Book II*,* (Kegan Paul, 1926 edition, 3/-), pp. 142-169, or work with A above.
 (2) *Round the Empire*,* as in A above.

1 National History may be substituted for French History; see under Reading, and Overseas Leaflet.

Natural History,¹ etc.

A & B *Life and Her Children** (latest edition), by Arabella Buckley (Macmillan, 6/-), pp. 201-232.

*The Sciences**, by E. S. Holden (Ginn & Co., 4/9, revised edition), pp. 72-109; or, *An Introduction to Science**, Book I., by E. N. da C. Andrade and Julian Huxley (Blackwell, 2/3), pp. 57-102; *Practical Handbook to Book I.*, by J. W. Lewis, M.Sc. (6d.), may be used for additional experiments.

Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.), for outdoor work.

For special out-door studies according to season and climate, see *Nature Rambles*, Vols. I. to IV., also *Nature in the Garden*, Vols. I and II., all by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 4 (*Seeds and Seedlings*) and 8 (*Tree Buds in Winter*). (2½d. each).

French² (see N.B. 4).

A *A French Course for Schools*, Part I.,* by H. F. Collins (Macmillan, 2/-), lessons 17-21. *Les Aventures de Trotino** (Hachette, 9d.), optional for narration.

New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), may be used for extra practice.

B *French for Young Beginners**, by Marc Ceppi (Bell, 2/-), lessons 7-12, with pp. 115-117 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script).

A & B Learn a poem from *Recueil de Poèmes**, Vol. I., by J. Molmy (Blackie, 6d.), or a scene for acting from *Petites Scènes Pour Les Jeunes**, by Gabrielle L' Honoré (Dent, 1/-).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature**, by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 48-62.

Arithmetic (see N.B. 4).

Much care with tables and rapid mental work. *Teacher's Books are essential.*

Dr. Ballard's *Fundamental Arithmetic* Books II. and III. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

A (1st Term), *Fundamental Arithmetic*, Book II.* (U.L.P., Pupils' Book, 10d.), pp. 50-64; (Teacher's Book, 2/-). *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 107-120; or, continue.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

B (1st Term), *Fundamental Arithmetic*, Book II.* (U.L.P., 10d.), pp. 1-16 (Teacher's Book, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 61-75, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Picture Study.

A & B Reproductions of six pictures by Murillo* (P.N.E.U. Office, 2/-).

See notes for teachers only in the January *Parents' Review*, also *Home Education*, pp. 307-311.

Drawing.

Wild twigs of trees in brushdrawing. Studies of children playing or working out-of-doors. Original brush-drawings from scenes in books set for reading. Memory drawings.

Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (See *Our Work*, January *Parents' Review*).

Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Music Appreciation.

The work of Elgar: see (a), article, and (b), the records suggested under *Our Work*, in the January *Parents' Review*.

Ear Training, Singing, Piano.

(a) Regular lessons in ear training and sight reading.

The Compleat Teacher, Book II., by Arthur Somervell (Boosey, 2/6, pupil's book, 3d.), ten lessons a term. Beginners use Book I.

(b) Three English, and three French, songs.

The Clarendon Song Books: Books II. & II.A (Oxford Press, 2/6 or 3/- each; words and voice part only 6d. or 8d. each). *FolkSongs of France*, Book I. (Novello, 2/-).

(c) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teacher's Guide* (revised edition, 7/6).

Teacher should read *On Music Teaching*, by W. H. Leslie.

Recitations.

A & B (a) Two suitable passages of about twelve verses each from work set in *Exodus*, and *St. Luke*, (b), Psalm 72, (c), a hymn, and (d), one of the following: a scene from the Shakespeare play, or fifty lines from an anthology. *Laurel and Gold** anthology (Collins, 1/-). *Lyra Heroica** (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *As You Like It** (Blackie; Plain-text Edition, 6d.); Scott's *Guy Mannering*** (Nelson, 1/3); or, B only, *Hereward the Wake**, by Charles Kingsley (Nelson, 1/3), for Marten and Carter period.

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 186-215. *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 113-158. *Kidnapped**, by R. L. Stevenson (Nelson, 1/3).

B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 41-108. *With Clive in India**, by G. A. Henty (Blackie, 3/6).

A & B *The Merry-Go-Round*, a magazine for children (6d, monthly).

In French History time, Scottish, Welsh, or Irish children may read from: *Makers of Scotland*, by M. C. Scott-Moncrieff (Oxford Press, 2/6); *Heroes of Welsh History*, by D. W. Oates (Harrap, 10d.); *A Class-Book of Irish History*, by James Carty (Macmillan, four parts, 1/- each).

Drill, etc.

Daily drill, dancing, games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/- each): description and tunes of 6 dances in each volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball (Rules, Bourne & Co., 2d.). Netball; Hockey.

Work: Crafts, etc.

(a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(b) Carton modelling, etc.: make four models.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-), Section VI. (Omit correlated schemes.) Materials from Philip & Tacey, Ltd., 69 High Street, Fulham, London, S.W. 6.

Help to make *The Happy Little House*, by M. H. Spilhaus (Blackwell, 2/-).

(c) Needlework: cut out and make a simple garment, e.g., a romper overall.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc.

Boys and girls mend clothes from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.), may be used.

(d) Canework: make four small models.

Cane Work for Juniors, by C. Crampton and E. Mochrie (Dryad, 2/6).

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C. 1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form II. lasts for two years (ages 9-11). In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. **Second year II.A. is now called III.B.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/6, *Parents and Children*, 5/6 (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and (in II.A) a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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Motto: "I am, I can, I ought, I will."

FORM II.

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. "Take this child (Moses) and nurse it for me."
Describe the events to which these words refer.
2. When did Moses use the following words? (a), "Wherefore smitest thou thy fellow?" (b), "Oh, my Lord, I am not eloquent." (c), "Thus saith the Lord God of Israel, let my people go." Tell the story in **one** instance.
- A 3. What do you know about (a), the education of Moses, or, (b), the occasion when God called Moses to his life work?
- II. A & B 1. Tell the parable of the talents. What lesson may we learn from it?
2. On what occasions were the following words spoken? Tell the whole story in **one** case:— (a), "Were there not ten cleansed?" (b), "Why loose ye the colt?" (c), "Show me a penny." (d), "The half of my goods I give to the poor."
- A 3. Describe our Lord's Last Supper with His disciples.

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

- A *A Book of Ancient Peoples*, p. 5, "The men who lived
still to be seen." (p. 6).
- B *The Heroes of Asgard*, p. 117. "Before the sun
followed him."

Composition.

- A & B 1. Write in verse or prose, about **one** of the following,—
(a), Odin; (b), Arion; (c), Hereward; (d), Touchstone; (e), Meg Merrilees.
2. Describe (a), your favourite walk, *or*, (b), the expedition of a "cat that walked by himself," *or*, (c), "The Waggon Passes" (Elgar).

English Grammar.

- A & B 1. Pick out subjects, predicates and objects in the following, and parse the words in italics:
"Then the *whale* opened his mouth till it nearly touched his tail, and he swallowed the *shipwrecked mariner*."
2. Make up six sentences containing prepositions, two in which the preposition belongs to the subject, two to the predicate and two to the object. Underline the prepositions.
3. Use, in sentences, two verbs in the imperative mood, two in the subjunctive, and two in the indicative. Underline the verbs and name the moods.
or, A (Morgan) 2. Make six sentences, with three verbs used transitively, and three intransitively.
3. How many kinds of adjectives are there? Give, in sentences, two examples of each, naming them.

British History.

- A & B 1. Write an account of **one** of the following,— Robert Clive and his work in India, *or*, (b), General Wolfe.
2. What do you know of the American Colonies and the Stamp Act?
A 3. Write a short account of William Pitt.
B 1. Say what you know about William the Conqueror.
2. What do you know about the life of (a), the villagers, *or*, (b), the monks and nuns in the Middle Ages?

French History.

- A & B 1. Describe the flight of Marie Antoinette, and the return of the King to Paris.
2. Describe (a), the capture of the Bastille, (b), the fête of the Champ de Mars.
or, B 1. What do you know of (a), the meeting of Rollo and Charles the Simple, *or*, (b), Robert the Pious and the beggar.
2. Tell what you can about the First Crusade.

General History.

- A 1. What do you know about early days in Babylonia?
2. Describe two of the drawings you have made in your Century Book this term, giving dates.

Citizenship.

- A 1. Tell a story about Alcibiades, (a), when he was a school-boy, *or*, (b), to show how he won men's hearts.
2. What do you know about the League of Nations and its work?
B 1. Tell a story about (a), Camillus and the schoolmaster, *or*, (b), Titus Manlius and his father, *or*, (c), Socrates.
2. Give the story of the two knights and the shield. What lesson should we learn from it?

Geography.

- A 1. Draw a sketch map of Shropshire, putting in the boundaries, chief towns, rivers and hills. What do you know about the Hill Country of Shropshire?
or, 1. What do you know about the Central Plain of Scotland and its important towns?
2. Describe a journey from Canada to New Zealand. What changes in climate and time would you find?
3. Mention four places you have read about in the papers this term and say where they are. Write about **one** of them.
B 1. Draw a sketch map of Africa, putting in the boundaries, two rivers, two lakes and three countries.
2. What do you know about Japan?

Natural History.

- A & B 1. Give an account of the life of a dragon fly. Drawing.
2. Explain (a), how a fountain works, *or*, (b), why a spoon standing in a glass of water looks bent. Diagrams.
or, 2. Show, with a diagram, that "sunlight of many thousands of years ago is turned into the electric light of to-day," *or*, (b), name two of the forces that make things move. Describe two experiments to show how these forces act.
3. Mention what you have noticed this term about (a), seedlings and their growth, *or*, (b), tree buds in winter.

French.

- A 1. Describe in French (a), the pictures on p. 99 (*French Course for Schools, Part I.*), *or*, (b), a visit to the market.
2. Use, in sentences, the following verbs: (a), *pouvoir*, *avoir raison*, in the present indicative; (b), *se promener*, *écrire*, in the perfect; (c) *se dépêcher*, *attendre*, in the imperative. Translate your sentences.
B 1. Look at the picture on p. 43 (Ceppi). Then close the book and write six sentences about it in French.
2. Use the following words in sentences,—*ta mère*, *les chevaux*, *le garçon*, *dix ans*, *nos chiens*.

Latin

- A 1. (a), Decline "rex magnus" and "mare ingens," (b), Write the Four Principal Parts of moneo, mitto, sentio, specto, video.
2. Translate: (1) We heard the voices of many birds. (2) They say that they saw immense seas. (3) The captain sent sailors to get ready the heavy boats.
3. (a), *A Latin Book for Beginners*, Part I. Translate § 57 (b) from "Iam nubes" to "fugerint." (b), Read the Latin again, then write a narration in Latin.

Arithmetic.

- A 1. 4985 pencils are to be made up into bundles with a dozen pencils in each. How many bundles will there be and how many pencils left over?
2. How many leaps does a deer make in running a mile if each leap takes him 5ft. 6in.? (1 mile=1760yds.).
3. A man has potatoes worth £4 13s. 4d. He sells $\frac{4}{5}$ of them to a friend; how much must the friend pay him?
- B 1. Each child in a school put a penny into a collection box. If all the pennies came to 7s. 9d., how many children were there in the school?
2. In an orchard there are 105 rows of apple trees with 36 trees in a row, 74 rows of pear trees with 28 trees in a row, and 219 rows of plum trees with 39 trees in a row. How many trees in the orchard?
3. Work the following sums:—
(a), $855 \div 15$. (b), $312 \div 24$. (c), $682 \div 22$.

Picture Study.

A & B Describe "The Grape Eaters," by Murillo.

Drawing (with brush and in colour.)

1. An original illustration with a name from a book you have enjoyed this term.
2. Some twigs with catkins.

Recitations.*

Father to choose two passages from the Bible Lessons, a hymn, a poem, or, a scene from *As You Like It*.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work, Crafts, etc.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 27th. Papers to be posted on April 1st, *with no other enclosure. Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.* The examination should last only a full school week. It may be postponed if due notice is given. Unlimited time should not be given for any answers: see Regulations, Nos. 1 & 7.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up.** For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, children who do not write easily must write at least *one* answer in each subject (the rest being dictated); (b) The Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year, and are asked to keep "Form J." and the "optional examination" Report form for the terms in which they are needed.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.